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ABSTRACT

This is the 2000-2005 strategic plan at El Centro College (Texas). It discusses the college's mission, vision, and core values, and provides information on goals and success indicators. Goals include: (1) preparing students for careers and for transfer to four-year institutions; (2) providing quality continuing/workforce education to enrich students' lives and upgrading their occupational skills; (3) offering basic literacy and developmental education; (4) implementing new technology that supports the teaching and learning environment; (5) having a student body that reflects the demographic characteristics of the Dallas county adult population; (6) creating a climate that affirms cultural diversity; (7) partnering with business, industry, and governmental entities; (8) providing students with the knowledge and skills needed to succeed in a global community; (9) developing programs of education and training that are adaptive to change; (10) maintaining the campus facilities to ensure that the physical environment is conducive to effective teaching and learning; (11) measuring instruction, recruitment, retention, learning outcomes, and college services and using the results for improvement; and (12) effectively utilizing allocated financial resources and pursuing opportunities to obtain additional resources. The report describes the environmental scan component of the planning process, provides an annual planning calendar, and discusses specific objectives. The appendix lists the college staff, offices, and committees responsible for developing the strategic plan. (MKF)

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El Centro COLLEGE

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STRATEGIC PLAN

2000-2005

EL CENTRO COLLEGE
Dallas County Community College District

Dallas, Texas

Approved by the College Planning Council, December 2000

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STRATEGIC PLAN 2000-2005

EL CENTRO COLLEGE

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DCCCD Mission and Purpose

The mission of the DCCCD is to prepare students for successful living and responsible citizenship in a rapidly changing local, national, and world community. We do this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual skills, job skills, personal growth, and/or transfer to a baccalaureate program. In fulfilling this purpose, we further cultural, economic, and workforce development in the communities we serve. In all our efforts, the District strives to meet the needs and exceed the expectations of those the District serves.

Board of Trustees Approved, December 1999

More specifically, the District's purpose is to provide:

- technical programs up to two years in length leading to associate degrees or certificates;
- vocational programs leading directly to employment in semi-skilled and skilled occupations;
- freshman and sophomore courses in arts and sciences;
- continuing adult education programs for occupational or cultural upgrading;
- compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- workforce development programs to meet local and statewide needs;
- adult literacy and other basic skills programs for adults; and
- other purposes as may be prescribed by the Texas Higher Education Coordinating Board or the District's Board in the best interest of post-secondary education in Texas.

Board of Trustees Approved, October 2000

El Centro COLLEGE

Mission

El Centro College: at the forefront of education, serving the community in an urban, multicultural setting.

*Purpose**

In keeping with the mission, the purpose of El Centro College is to provide:

1) Freshman and sophomore courses in arts and sciences;
2) Workforce education programs leading to associate degrees or certificates;
3) Continuing adult education programs for occupational or cultural enrichment;
4) Work force development programs designed to meet local and statewide needs;
5) Education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of under-prepared students;
6) On-going counseling and guidance designed to assist students in achieving their individual educational goals;
7) Adult literacy and other basic skills programs; and
8) Such other purposes as may be prescribed by the THECB or local governing boards in the best interest of post-secondary education in Texas.

**** Purpose is adapted from Texas Education Code 130.003e.***

Vision

El Centro College is a vibrant urban community college committed to a seamless educational process for all it serves. The college will focus its resources on support of life-long learning, emphasizing systematic assessment and intervention as indicated for its students.

El Centro College will design and implement a comprehensive planning process that addresses curriculum development and refinement, educational technology innovation, budget, efficient allocation of resources, and continuous quality improvement. This planning process will encompass all aspects of the college, including recruitment, retention, course/program offerings and commitment to future directions.

Recognizing the unique opportunity offered by an urban multicultural setting, El Centro College will purposefully develop transcultural values and competencies in every aspect of the college experience. While attending to the distinctive needs of each individual, the college will initiate strategies for advancing a global perspective that promotes responsible citizenship throughout the college community.

Core Values

We are guided in achieving our mission by a set of core values, which direct all we do.

We value DIVERSITY
Therefore we:

- Welcome diverse perspectives and viewpoints both in and out of the classroom.
- Incorporate appreciation and respect of all people into all aspects of the College.
- Encourage an inclusive, collegial environment.

We value CONNECTEDNESS
Therefore we:

- Establish partnerships with our urban community for cooperative use of resources.
- Seek opportunities to meet the needs of the areas we serve.
- Encourage our interdependence, recognizing that we rely on and learn from each other and that we grow from our common experiences.

We value CONTINUOUS IMPROVEMENT
Therefore we:

- Provide viable programs with relevance to the future.
- Scan internal and external environments to update services, instruction and technology.
- Maintain quality education through a dynamic planning and evaluation process.
- Promote professional development that makes us effective employees.

We value LEARNING
Therefore we:

- Provide quality instruction in all disciplines and programs.
- Provide educational opportunities to people who seek our services, recognizing that they bring diversity of purpose, circumstance, background, skills and ability.
- Offer student services and activities, on-campus employment, youth programs, and service learning, recognizing that learning goes beyond the classroom, and that students learn from all members of the El Centro community.

We value SERVICE
Therefore we:

- Provide a safe, friendly environment for learning.
- Offer innovative educational opportunities, at times and in ways that are accessible to students.
- Give service beyond expectation in all areas of the college.

Goals and Indicators of Success

Goal 1A - Career Preparation: ECC students will obtain the knowledge, skills and services needed to succeed in jobs and careers that will meet the area workforce needs.

- ***Graduate Satisfaction Survey***: El Centro College will continue to receive higher satisfaction ratings from technical graduates than the District averages. Over 70% of ratings on each measure will be either Satisfied or Very Satisfied. Over 90% of respondents will rate themselves as Satisfied or Very Satisfied with their overall El Centro education.
- ***Employer Survey***: El Centro College graduates will receive higher performance ratings than the average District graduate on each attribute measured. At least 95% of employers surveyed will report that ECC graduates are successfully prepared for the workplace.
- ***Graduate Follow-up***: 100% of technical programs at ECC will continue to produce successful graduates, as measured by the THECB criteria (i.e., that at least 85% of graduates will either be working or continuing their education one year after graduation from ECC).
- ***Number of degrees/certificates awarded and licensure/certification exams passed (District indicator 1)***
- ***Number/percent employed in jobs related to field of study (District indicator 2)***

Goal 1B - Transfer Preparation: ECC students will obtain the freshman and sophomore level knowledge, skills, and services needed to succeed in earning a baccalaureate degree.

- ***Trends in the Number and Percent of contact hours generated by college level academic courses***: The number of contact hours for college level academic courses will increase by 0.5% per year, or at least 2.5% by 2005.
- ***Number of Academic Degrees Awarded***: The number of graduates obtaining the Associate of Arts and/or Associate of Sciences degree will increase by 10% each year.
- ***Core Curriculum Completers:*** The number of students who complete the new core curriculum will be tracked, and will increase over the course of the next five years.
- ***Number/Percent of Students who Transfer:*** The percent of FTIC freshmen who transfer to a senior level institution within four years will increase from 10.4% to 15% within the next five years.
- ***Transfer Student Success:*** El Centro College students who transfer to senior level institutions will perform as well as transfer students from other institutions, and as well as native students, in terms of GPA, retention and graduation rates.

Goal 2 - Continuing/Workforce Education: ECC students will obtain quality continuing/workforce education to enrich their lives personally, socially, and culturally and to upgrade occupational and job skills.

- ***Contact Hours/Enrollments in continuing education by reimbursable and non-reimbursable course type.***
- ***Number of repeat students in continuing education courses (District indicator 11)***

Goal 3 - Basic Skills: ECC students will acquire basic literacy skills and developmental education to participate more fully in a diverse community and to ready themselves to participate successfully in college-level curricula.

- ***Developmental Education:*** Students taking Developmental Courses at ECC will continue to be successful in subsequent college level courses at rates equal to or higher than those students who test directly into the college level courses.

Goal 4 - Technology: ECC will acquire, implement and support existing and emerging information and other technologies that provide convenient and flexible access to accredited and life-long learning opportunities, and to support all aspects of the teaching and learning environment.

- ***Technology Plan Implementation:*** Track the implementation of the El Centro College Technology Plan.
- ***Number of training sessions offered:*** Training sessions in Word, Excel, Access, PowerPoint, Colleague, e-Campus, etc.
- ***Ratio of computers to faculty and administrators:*** Maintain 1:1 Ratio
- ***Ratio of computers in labs to headcount students:***

Goal 5 - Enrollment Management (Access, Recruitment, and Retention): The ECC student body will reflect the demographic characteristics of the Dallas County adult population and ECC will help them to persist in achieving their individual educational goals.

- ***Access:*** The ECC student body will continue to be more ethnically diverse than the Dallas County Adult Population. Combined headcount for credit and continuing education students will remain approximately 30% White, 30% African American, and 30% Hispanic. Access to programs in the college will match the overall college enrollment.
- ***Retention:*** Fall to Fall retention rates/ graduation rates for college and for individual groups (e.g., special populations, Trio students, Rising Stars, etc.)
- ***Recruitment:*** Increase number of and participation in recruitment events attended. Increase in the number of new Rising Stars students each year. Increased enrollment, and increased number of new students each year.

Goal 6 - Diversity: ECC will create a climate that affirms cultural diversity and will seek to maintain a workforce that reflects the demographic characteristics of the Dallas County adult population.

- ***Faculty/Staff/Administrators:*** Extent to which ECC employees reflect student body and/or Dallas County adult population.
- ***Number of appointments:*** New appointments made as part of the "Visiting Scholar" program.
- ***Advisory Councils:*** Advisory councils will reflect the diversity of the field in the Dallas County area.
- ***Number/list of professional development and student activities to enhance cultural competency:*** The number of professional development offerings and student activities related to cultural competency will increase 10% by 2005.
- ***Number/list of courses related to cultural competence:*** The number of courses related to cultural competence will increase by 10% by 2005. Course components related to cultural competence will be analyzed and tracked.
- ***Number/percent of programs/disciplines listing "Diversity" SCANS skill in the syllabi/program grid:*** 100% of programs and disciplines will include cultural diversity objectives in the syllabi.

Goal 7 - Economic Development: ECC in partnership with business, industry, and governmental entities prepares a quality workforce to enhance economic development.

- ***Number of firms entering into contracts (District indicator 21)***
- ***Number of dollars generated from contracts (District indicator 22)***
- ***Number/percent of firms repeating contracts (District indicator 23)***
- ***Number of persons trained through contracts (District indicator 24)***
- ***Number of contract training hours generated (District indicator 25)***

El Centro College will remain the leader within the District on each of these indicators. All indicators will increase over the next five years.

Goal 8 - Citizenship: ECC students will acquire the knowledge and skills needed to succeed in and contribute to a global community, to understand the value of lifelong learning, and to exercise their rights and responsibilities as citizens.

- ***Former Student Survey:*** Former students will respond favorably to citizenship-oriented questions.
- ***Student Evaluations:*** Students will respond favorably to evaluations of SPAR coordinated goal-related programs.
- ***Service Learning:*** Increase in enrollment, completion rates, and number of service hours completed.
- ***Participant Rates in student government; clubs and organizations, and/or political awareness activities:*** Activity will be in line with District averages.

Goal 9 - Innovation and Program Development: ECC will develop programs of education and training that are adaptive to change and that encourage students to achieve academic and skill standards benchmarked to the highest in the country.

- ***Number of program development/exploration initiatives in response to DCCCD funding opportunities***
- ***Number of program development/exploration initiatives in response to local workforce development RFPs***
- ***Number of program development/exploration initiatives in response to requests from community partners***

Goal 10 - Physical Environment: ECC will maintain the campus facilities to ensure that the physical environment is conducive to effective teaching, learning, and college services.

- ***Number/percent of completed 890 projects:***
- ***Number/percent of completed DCCCD capital improvements projects:***
- ***Number of in-house repair and rehabilitation initiatives/projects:***

Goal 11 - Institutional Effectiveness: ECC will measure and assess instruction, recruitment, retention, learning outcomes and college services and use the results for continuous improvement.

- ***Progress Reports and Data Reports:*** Follow-up reports on the SIRR recommendations, and annual data reports for each Program and Discipline.
- ***Annual Fact Book:*** Tracking of enrollment data, student demographics, graduate information, faculty demographics, Continuing Education, CASES data, and Fiscal Resources for planning and decision making
- ***Annual Indicator Report:*** Tracking of college outcomes on an annual basis.
- ***Student Satisfaction Survey (Noel Levitz):*** Periodically survey students about their satisfaction with student services and instruction.
- ***Specific Learning Outcomes:*** (e.g., Core Curriculum Evaluation of specific outcome measures is dictated by THECB)
- ***Survey of Instructional Assessment:*** Faculty will report using a variety of instructional assessment methods.

Goal 12 - Financial Resources: ECC will effectively utilize allocated financial resources and pursue opportunities to obtain additional resources to support programs and services.

- ***Fund Balance:*** Manage operations to result in an increase in fund balance annually.
- ***Grant Proposals:*** Number of funded grant proposals. Dollar amount of grant funding received.

- *Goal 13 - Professional Development: ECC will invest in the professional development of faculty and staff in order to further the realization of the mission, vision and goals of the college.*
  - ***Sessions and Participation Rates:*** Number of sessions offered on site at El Centro College and within the District. Participation rates for El Centro College employees in offered sessions.
  - ***Budgetary Support for Conference Travel:*** Track budget and actual expenses for In County and Out of County Travel from 13th month reports.

Environmental Scan

Recognizing the need to identify environmental influences that foster change, El Centro College examined external influences on **local, state, national and international levels.** These influences focus on the following primary areas:

1. Ever-changing population demographics within our market areas

We see continued increases in high-need populations. More and more students are coming to us from the area high schools in need of remediation and focused retention strategies. At the same time, we see increases in workers who need to upgrade their education, and in a new population of 30 to 35-year-old single males living in the Dallas inner-city and earning $80,000+ annually. Our college community is, therefore, a varied one.

Diversity is a key theme in colleges like El Centro. Steve Murdock, Chief Demographer at the Texas State Data Center, and Professor and Head of the Department of Rural Sociology at Texas A&M University, predicts that Texas may become a "minority majority" state as early as 2010. The fastest growing populations are among the Hispanic and "Other" ethnicities (which include Asian and Native American populations). Diversity also relates to the varieties of learning styles of our students. El Centro subscribes to the concept of the "Learning College," in which an assortment of instructional methods is used to assist the students to achieve their learning goals. We embrace diversity not only among our students, but also among our faculty, our administrators and our staff. These trends produce both opportunities and challenges for the college.

2. A diverse student population with a wide variety of needs

Many El Centro College students require a job, financial aid, health care and child care to

make ends meet while attempting to stay in school. With an average age of 29, and a median age between 21 and 25 years, many have family and work responsibilities in addition to their educational goals.

The college must continue to develop and support special programs targeted to the unique needs of our students. We attract under-prepared students requiring developmental studies and other remediation and retention strategies. New technologies as well as other more standard educational approaches are being used to assist these students to gain the skills necessary for success in college. For example, the recently funded $1.8 million Title III grant is devoted to integrating technology into instruction.

Our Rising Star scholarship program is changing the demographics of the student population, as it brings to us younger students who are in the top 40% of their graduating classes. Even so, they are often in need of remediation and special attention. In order to assure high retention rates of these students, we must provide adequate student support services. This will require additional resources.

El Centro continues to attract a large number of English as second language students. More so than in the past, these students are expressing a desire to continue their education and bridge into credit offerings and programs. Meanwhile, the growth in the recruitment of first generation college students is a major focus of the district. All of these growth potentials require the college to review services, expand technology and address growing classroom shortages.

Service needs of El Centro students center around transportation, bridging the digital divide, health care and child care. Parking availability around El Centro has shrunk, and the costs of daily parking are expected to rise with the opening of the new American Airlines Arena. While the student who takes seven or more credit hours is entitled to a free DART pass, the extension of this offering to others needs to be considered. To assist students in bridging the digital divide, we must address the need for twenty-four hour access to computers. The expansion of services, especially in the health services available to students, will become a growing issue. The health center may be the only medical care provider to which the student has access. Meanwhile, because of the college's strategic location, the need for classroom space continues to grow. To meet this need, the college must continue to review the traditional "open" times and to develop alternative scheduling. Alternative scheduling approaches, while answering one problem, add to the need for support services while the student is on campus.

3. A changing economy and workplace requiring high performance job skills

The new economy requires employees to use information skills more than ever before. Increasingly, they must be able to acquire, analyze, and manage large quantities of information and be able to use that information to work in teams. They must also possess broad, multi-task skills, which enable them to function as problem solvers and innovators. Because lifelong learning is a key element in such a workplace, employers must have workers who think critically and learn independently.

Successful workers will increasingly need to take responsibility for their own growth and to seek their own learning opportunities. This has implications for preparing students for the workplace. It requires the college to avoid reinforcing students' commonly held notions of learning as the acquisition of particular answers to particular sets of questions. Instead, the college needs to redouble its focus on producing independent learners, who have the strategies to solve a universe of problems.

Chief among these strategies is the ability to retrieve information, think critically about it, and use it to solve problems. We must fully integrate into our instruction an active learner-centered approach which accommodates both different learning styles and different learning contexts so that our students leave the college fluent in the acquisition, analysis, synthesis, evaluation, and effective use of information. A key element in this approach is the full integration of technology into instruction. It requires students to invest themselves in their learning rather than allowing them to be passive receivers, while it permits them much fuller access to their learning resources and gives them a lifelong cyber college which can be entered as needed.

4. Coping with the increased financial, regulatory and reporting burdens placed upon community colleges

As costs continue to rise sharply, community colleges such as El Centro must wrestle with increased competition, inflationary trends, more expensive employee benefits, the cost and selection of new technology and more regulations than ever before.

El Centro was the first of the DCCCD colleges to open, and has a number of expensive programs requiring more faculty, so it continues to bear the burden of high program costs. This, plus an aging faculty, results in high salaries and employee benefits. As long-term faculty and staff members retire, their replacement will result in lower costs. However, that economic benefit is offset by the disparity between community needs and state support which is evident in requests for high cost programs and services, such as health occupations programs, developmental education, and highly technological programs. Historically, prerequisite courses for the health occupations programs, which do tend to be adequately funded, have been taken at other district colleges in high numbers, thereby reducing the funding that would have helped to augment these expensive programs.

The forecast in terms of the aging population will call for an even greater demand for qualified health care professionals. The declining enrollments in programs that prepare health care personnel and the lack of proper funding for those programs pose a dilemma for El Centro.

How can we continue to offer these high cost but necessary programs? The college must continue to grapple with issues like these and incorporate into our planning an attempt to balance the cost effectiveness of programs with community needs and the appropriate program mix for the college. Something like the old Program/Discipline Review or the newer Subcommittee for Instructional Review and Renewal, must be maintained to assure that we continually assess, evaluate, and improve our program mix.

Regulatory guidelines place accountability issues in the laps of all colleges, and El Centro must respond to those demands. Implementation of the Workforce Education Course Manual (WECM) in all community colleges in Texas causes curriculums to change on an ongoing basis. Course syllabi should contain SCANS competencies that are understood and demonstrated by students. All programs are impacted by core curriculum requirements of the District, the state and the regional accrediting agency, the Southern Association of Colleges and Schools. In addition, program accrediting processes at the national level are required for many of the technical occupational programs, making the college more mindful of those criteria and measures. Reporting requirements for all these groups cause the college to continuously be involved in one or more reporting processes, none of which are uniform. These time-consuming controls restrict the college's ability to respond quickly to new market needs, and they influence planning and development.

The Dallas County Community College District has also increased its requirements for the individual colleges to be more accountable for their actions, more diligent in controlling spending and more focused on outcomes. While the Board's scrutiny helps to ensure the attainment of the District priorities (for diversity, remediation, and retention), it also increases the reporting burdens placed on the colleges.

New demands in curriculum are being made upon community colleges. Some four-year universities are reducing or eliminating their developmental programs, leaving this task to the community colleges. While this is primarily an issue in other states (notably, New York and Florida), the issue has emerged in Texas, beginning with the University of Texas at Austin, referring developmental students to Austin Community College. TASP has become difficult to enforce and oversee, and the GED has become more difficult to pass. Some educators and legislators want TASP removed. This leaves more questions than answers concerning the future of readiness assessment.

Recently, the district has instituted programs to assist the colleges in meeting their financial needs. The Rising Star scholarship program was designed to attract more high school graduates to attend DCCCD colleges. These are full-time students who are guaranteed full tuition for two years, thereby increasing our enrollment and reimbursable contact hours. Another district initiative is the provision of start-up funds for new programs, allowing us to offer courses and programs that may not otherwise have been possible. These programs may continue to be costly after the first year, however, so colleges are urging the district to consider offering a second year of funding to give the programs time to become self-sufficient. This year, the district board has acknowledged that they may not be funding the institutions adequately to do all that they require from us, and so they have requested each institution to develop an "Incremental Needs" list that will project unmet financial needs for the

next few years. If the district later funds these needs, this will represent the first opportunity that El Centro has to move away from the culture of poverty that has plagued us in recent years.

5. The important role played by the political environment in our success as a government-funded educational institution

Changes in the political arena on the local, county, state, national, and even international level exert a direct effect on community colleges and our operations. State and local taxes pay for community colleges. Government, therefore, plays a vital role in our day-to-day operations. It holds the purse strings for the money we receive to run our institution. It prepares the rules governing our purchase of supplies and services. State guidelines assess students' readiness to enter the classroom, while Federal government determines how much financial aid goes to them. Federal and state grants are available to help us improve our ability to serve our students and institute new programs, but we must meet appropriate guidelines for grant application, handling of funds, and reporting. Government dictates how we hire employees and what employee benefits we offer. Government even dictates the design of our new building.

As a result, elected officials, administrators, and others in government engage daily in activities and actions that directly impact El Centro. We must be alert to their wishes and desires and aspirations. We must also make them aware of ours. Likewise, we must recognize that they look to us to communicate to them—and to the community we serve—exactly who we are, what our mission is, and what actions we're taking to achieve our mission.

6. The need to boost the awareness of our educational offerings with an aggressive marketing effort involving everyone at the college

Increasing external awareness of El Centro College and our educational programs is essential for us to maintain rising enrollment levels. Our recruitment effort is centered in our major market areas for both credit and continuing education courses. This requires marketing support to get the word out (awareness), selling prospective students on our ability and availability to serve them (recruiting), and getting everyone at the college involved in our business development activities (staff and faculty participation).

El Centro is engaged in a variety of educational programs designed to complement our goals for recruiting, retention and diversity. Our faculty and staff are continually looking for new and valuable ways to serve and retain current students as well as to add new students to our enrollment.

Our quest for increasing our external awareness will, therefore, require a new marketing focus, more marketing funds, and college-wide participation in marketing the college and its programs. Because other colleges are recruiting students in the same market areas, our competition is intensifying. Our attention must center on researching our target markets, determining our current and future marketing niches, developing new marketing strategies

and utilizing new communications tools, advertising media and publicity methods to support and energize our strategic marketing goals.

College Governance

- **President's Cabinet**
  The President's Cabinet serves as the operational decision-making body for the college. The Cabinet addresses institution-wide issues and those institutional matters within the major divisions for which vice presidents, and other cabinet members, wish to receive guidance and counsel from the total senior officer corps of the college.

  The President's Cabinet is comprised of the College President and his direct reports: the College Vice President, the Vice President for Administrative Services, the Assistant Dean for Institutional Effectiveness, and the Director of Marketing and Communications; as well as the College Ombudsperson, the Associate Dean of Resource and Workforce Development, the Instructional Division Deans, the Dean of Students, and the Dean of Educational and Administrative Technology.

  The cabinet is supported in its decision-making role by the following advisory bodies that constitute representative components of college community members.

- **College Planning Council**
  The body charged with the responsibility of developing and monitoring the College Operational Plan; developing the planning and budgeting process; and issues related to accreditation and the Coordinating Board. The CPC will meet three times per full semester, once during the summer term, and on-call for special needs.

- **College Vice President's Council**
  This body addresses issues relating to instruction and student services related to units under the supervision of the College Vice President.

- **Vice President for Administrative Services Council**
  This body addresses issues relating to the administrative area and the student service units under the supervision of the Vice President for Administrative Services.

- **Faculty Leaders Forum**
  This body will meet with the President's Cabinet and the Dean's Group twice per semester. The focus of this forum is directed toward issues and dialogue initiated by the faculty leaders. The College Vice President and the President of the Faculty Council will

jointly develop the agenda.

- **Professional Support Staff Leaders Forum**
  This body will meet with the President's Cabinet and the Dean's Group once per semester. The emphasis will be on issues of special interest to the professional support staff of the college, with the dialogue being the overall objective. The agenda will be jointly developed by the PSS administrative liaison (VPAS) and the PSS President.

- **Student Leaders Forum**
  Once per semester the Students Leaders will meet with the President's Cabinet. The agenda for the meetings will be jointly developed by the Dean of Students and the SPAR Director as a result of ongoing meetings of the student leaders. An open invitation will be extended to any students to attend these forums.

- **Subcommittee on Instructional Renewal and Resources**
  Members of the SIRR Committee are appointed by the College President upon the recommendation of the CVP. The SIRR Committee reports to the President's Cabinet and is chaired by the College Vice President. The SIRR Committee continually reviews program/discipline performance and the recommendations are fused into the overall planning process.

- **Faculty Dialogue**
  As a component of the Report Week activities each semester, the College Vice President will conduct an open dialogue session with the college faculty. The President will be available during the dialogue session to answer questions and provide input as needed. The President of the Faculty Council will be invited to suggest issues to be addressed by the College Vice President.

- **Professional Support Staff Dialogue**
  As a component of the Report Week activities each semester, the Vice President for Administrative Services will conduct an open dialogue session with the professional support staff members. The PSS President will be invited to suggest issues to be addressed by the Vice President for Administrative Services.

Planning Process for the 2000-2005 El Centro Five Year Strategic Plan and Operational Plans

Elements of the El Centro College Planning System

A. Long-range strategic plan (District/College level)

B. Two-year college plans incorporating *separate* instructional/departmental plans

C. Annual evaluation of outcomes, and revision of the coming year plans

D. Program/Discipline Cost Center Reviews

E. Long-range Facilities Plans

F. Enrollment Management Plan

G. Technology and Equipment Plan

H. Curriculum development planning

I. Budget Development

J. Individual Performance Reviews

K. Performance Reporting

A. Strategic Planning Process

The College Planning Council (CPC), which is made up of approximately 20 El Centro College administrators, faculty, and professional support staff, has written this five-year Strategic Plan for 2000-2005. The process began in the spring of 1998 with the evaluation of the then current college Mission Statement. While the statement remained descriptive of El Centro College, the committee unanimously agreed that it would be better to have a shorter Mission Statement. All members of the college community could memorize a shorter statement, enabling the Mission to take a more central place in the hearts and minds of the El Centro community.

Barbara Corvey, from the District Planning Office, was invited to facilitate Mission brainstorming sessions for the CPC. Eventually, in spring of 1999, the CPC agreed upon a draft statement: "El Centro College will be at the forefront of higher education, serving the community in an urban, multicultural setting." At that point, the CPC decided that a subcommittee should be formed to write accompanying Vision and Values statements. The "Mission Committee" met regularly through the summer of 1999, and presented the Draft Mission and Core Values statements to the College community as part of the return day convocation program in Fall 1999. The community was invited to share feedback via the Internet, and once the Vision Statement was complete, there were college-wide open forums where they were invited to share their ideas on the Mission, Values, Vision, and also the Goals for the 2000-2005 Strategic Plan.

These statements were all finalized on April 5, 2000. The College Planning Council then began the process of determining college-wide indicators of success for the newly formed College Goals. As in the past, these indicators will be used to develop an *Annual Indicator Report*, which describes the college's success at achieving its goals. The College Planning Council held a retreat in May 2000, to determine the final steps in completing the Strategic Plan. In fall 2000, the CPC met to determine the external influences that will affect our ability to carry out our plans. A subcommittee wrote up the "Environmental Scan", which was approved by the CPC in December. The final step in the Strategic Plan process was to evaluate the overall college planning processes. A new subcommittee was formed to evaluate the processes, and to propose new procedures, where necessary. The Operational Planning Worksheet was updated in order to more clearly separate the initial planning portion from the end-of-year report portion of the document. This subcommittee also updated the elements of the El Centro College Planning System, which you are now reading. All subcommittees of the CPC included faculty and administrators, and professional support staff were included whenever possible.

B. Operational Planning Process

El Centro College has been using a biannual system of college operational planning, which is aligned with a six year long-range DCCCD Agency Strategic Plan, the State of Texas Community College Strategic Plan, and the State of Texas Strategic Plan for Workforce Development. The most recent El Centro biannual operational plan began implementation in 2000-2001, and will conclude at the end of the summer, 2002. Each year, the plans will undergo evaluation and assessment, and division/departmental goals will be modified, based upon the outcomes of the assessment. Operational Plans will be updated each year, to cover the following two year time period. The Operational Plans are, therefore, two-year rolling plans, always written with a two year vision, but modified each year to respond to assessment data and current college initiatives.

The evaluation component is stated at the outset of the planning process, and is included in the same document with the original objectives. Each Division and Service Area is required to write a plan using the format laid out in the *Planning and Assessment Worksheet.* In this worksheet, planners are asked to state the explicit standards or criteria that will be used to measure the success of meeting their stated objectives. They are also asked to consider the impact of meeting or failing to meet the objectives, and to think about how they will use the information they will get from their evaluations. After the first year of plan implementation, actual findings from the evaluations are recorded in the original plans; this information is then used to revise and update the objectives for the next biannual plan. New goals and initiatives can also be added at this time, so that the plan will continue to be comprehensive and sensitive to the emerging needs of the college. This system ensures that the plan is a "living" document; one that is continually referred to throughout each year as evaluations are being collected.

Planning and Assessment Worksheet

The Office of Institutional Effectiveness and Research designed the original *Planning and Assessment Worksheet* based upon the model used at El Centro College in the past, models from other colleges, and the requirements set forth in the SACS criteria.

The planning process at El Centro has consistently included consideration of intended outcomes, and has occasionally included reference to actual outcomes, recorded after implementation of the plan. In 1997, a new column was added to the worksheet for the documentation of the USE of the assessment findings in the annual review of actual plan outcomes. While decision-makers often use data and other information intuitively while making new plans, SACS is adamant in requiring **documentation** of the use of evaluative data.

This format was used from 1997 to 2000. Division/Department plans begin with the college goals. In fall 2000, plans reflected the new college goals, as stated in the Strategic Plan.

In fall 2000, a subcommittee of faculty and administrators reviewed and evaluated the planning processes and documentation. The Planning and Assessment Worksheet was revised, a new comprehensive planning calendar was developed, and this planning process document was updated and enhanced.

Directions for completing the revised planning and assessment worksheet are as follows:

Unit Information

At the top of the new form, each division, department, or individual program or discipline (unit) that completes a plan will enter the following information. **Plan Years** (should include a two-year time period; for example: 2000-2002.) **Division/Department/Program or Discipline** (name of the unit completing the plan; may be done at a Division level, or at a more specific program/discipline level) and **Division/Department/Program or Discipline Mission** (these should relate to the college mission, but are specific to the individual unit.)

Underneath the division information section, the planning and assessment worksheet contains a set of six columns, followed by three rows. The columnar section is for the operational plan, and the rows are for the end-of-year report.

Operational Plan

Goals and Initiatives

The first column refers to the college goals, as set out in the Strategic Plan. Each unit will respond to a subset of the college goals, depending upon the unit's mission. No unit will respond to all of the college goals; but each of the goals will be covered by one or more unit plans. The second column is for the unit goal or initiative that is going to be acted on in the plan period. This should be related to the referenced college goal.

Measurable Objectives and/or Outcomes

The intended outcomes are general statements of what successful achievement of the goals and initiatives would mean. They should be measurable.

Evaluation Criteria (Methods/Indicators/Targets)

This column is intended to predict more specific standards of success than have been stated in general terms in the intended outcome column. Specify the methods and measures that you will use to assess the extent to which you have achieved your goals. This is where you might predict the level of success you expect (targets) that relate to the objective you have planned to initiate.

Person Responsible

List here persons who are responsible for implementing the planned objectives, as well as the names of those who will perform the evaluations.

Timeline

Because the plan is two years in focus, and evaluation occurs every year, it is important to distinguish between initiatives that are expected to be completed in the first year and those that are on a longer timeline. End of year reports for initiatives that are longer in focus may be more like status reports than final assessments.

End of Year Report

At the end of the first year of the planning cycle, each division and service area will evaluate their progress toward reaching their stated goals. The end of year report is represented by the three rows of information, which follow the planning columns. There will be one end of year assessment response for each planned initiative. For initiatives that have a longer timeline (i.e., that are expected to be completed in the second year of the plan), the end of year report will be a current status report.

Actual Outcomes

After the plan has been implemented for one year, planners will fill in the actual findings from

the evaluations they have been conducting throughout the year. Presented next to the original evaluation criteria, this data can be used to determine the success in achieving the objective.

Changes that have occurred due to Use of Results

After the plan has been implemented, and actual outcomes have been obtained and entered on the form, decisions will be made on the basis of the evaluations. This is the place to record the ***use of assessment to improve instruction and/or services.***

How will this affect your next plan?

Depending upon the actual outcomes of the current plan, revisions may or may not occur in the subsequent plan. For example, you may have set a target to increase completion rates in a particular class to 70%. If you achieve an increase from 55% completion to 60% completion, you may decide to keep the target set at 70%. If you only increased to 55.5%, you may decide to either lower your expectations to 60%, or you may decide to leave the target at 70%, but change strategies to try to get you there quicker.

C. Annual Evaluation of Strategic and Operational Plans

The Strategic Plan is evaluated via the *Annual Indicator Report*. The CPC, or a subcommittee, determines the indicators to be included in this report. Data are collected by the Office of Institutional Effectiveness and Research (OIER), and are compiled into the final report. Indicators are directly related to the College Goals, and success on each College Goal is assessed by at least one Indicator. Results on each Indicator are reviewed by the College Planning Council, and are used to set targets for performance in subsequent years.

Annual evaluation of the unit Operational Plans is done by the individual divisions and departments. Consultation and data analysis are available by request from OIER. The data are reported directly onto the original Planning and Assessment Worksheet, as outlined above in section B.

D. Program/Discipline/Services Review and Renewal

The "Program/Discipline Review Committee" (P/DR) met over the course of a year to review data that had been collected on every program and discipline in the college. Enrollment, contact hours, student outcomes, and cost effectiveness data were examined, as well as qualitative data, and information gleaned from focus groups. The committee used a "Fishbone" technique to examine the overall "Learning Mix" for the college. El Centro College was having financial difficulties at the time, due to insufficient funds being awarded by the District for expensive programs, especially in the health areas, so cost effectiveness became a key factor in decisions that came out of these deliberations.

In January 1998, the committee published and widely disseminated the Report and Recommendations of the Program/Discipline Review Committee, which outlined recommendations for improvements in many programs and disciplines, including major revisions to some programs, and closure of others. Major revisions sometimes led to wind-down of faculty contracts. Full-time long-term faculty members normally have three-year

rolling contracts. Affected faculty did not receive the usual end-of-year renewal of contract, leaving them two years on their current contracts. By now, most of the affected faculty members have been successfully wound down. They have generally been given one-year contracts, or else they have been retrained, and moved into other positions in the college or District, or they have retired. A complete follow-up to the P/DR recommendations appears in the 2000 Annual Indicator Report.

In 1999-2000, the name of the P/DR committee was changed to the "Subcommittee for Instructional Review and Renewal" (SIRR). In fall 1999 the District converted the student data system from the old ADABAS system to the new Datatel Colleague system. Some of the reports that were used to create the P/DR data were no longer available, and other student data was suspect. Shortly thereafter, the College Vice President (CVP), who had been the leader of this project, received an offer of a presidency at a community college outside of Chicago, which he subsequently accepted. The SIRR committee has become dormant during all of these transitions.

A new CVP has been selected, and will report to work in January 2001. The SIRR committee will be an important project for him to undertake upon his arrival. In addition to continuing to review programs and disciplines, a new emphasis on student services will be added to the work of this committee, which will officially become a subcommittee to the College Planning Council.

E. Long-range Facilities Plan

Planned Maintenance, Repairs and Rehabilitation

The college and district maintain a rolling 5-year planned maintenance schedule. Each January, representatives from District Facilities Management and College Facilities Services conduct a facilities audit to determine the need for planned major repairs, major maintenance projects and major facilities rehabilitation. By the end of February, District Facilities staff and the college Vice President of Administrative Services, along with the College Director of Facilities meet to discuss prioritization of new items on the planned maintenance schedule and any need re-prioritization of existing (previous) items on the schedule. In this meeting, commitments for the funding the next years projects are made by both the college and the district staff. These commitments are included in the budget development process that is currently in progress.

Long-Range Facilities Master Planning

At five to seven year intervals, the DCCCD retains an architect firm to develop/update the long-range facilities master plan. This plan covers a ten-year window that provides for construction of new facilities and major remodeling of existing facilities. The architect firm consults with college staff at all levels, college facilities staff, college administration and district facilities staff and administration. Once complete or update, the long range facilities master plan is presented to the Board for approval. These projects are funded by bond proceeds, district fund balance or a combination of both.

F. Enrollment Management Plan

A seventeen-member committee, chaired by the Dean of Student Services, develops the enrollment management plan for El Centro College. Persons on the Enrollment Services Committee represent the following areas: admissions, counseling/advisement, testing, marketing, financial aid, student programs and resources, business services, learning center, institutional effectiveness, TRIO, college ombudsperson, adult resource center, Continuing/Workforce Education and faculty from different disciplines. The committee meets on a monthly basis to coordinate the development of the College Enrollment Management Plan and all aspects of enrollment management for the college.

The enrollment management plan will meet the guidelines stipulated by the THECB in the document "A Uniform Recruitment and Retention Strategy", adopted by the Texas Legislature in the 76th session in 1999, under House Bill 1678. It will also address issue in the "Closing the Gap" document. The plan will include an internal and external assessment, a marketing plan to attract and recruit diverse student populations, recruitment and retention strategies that incorporate a data management/student tracking system, initiatives and actions to improve campus diversity, projections for adequate funding and resources, and continuous evaluation and revision.

G. Technology and Equipment Planning

Planning for technology occurs at both the college level and the district-wide level. At the district wide level, the Information Technology Strategic Planning Team, comprised of cross-functional representation from all locations, makes recommendations for technology acquisition and use for the colleges. This planning effort ensures that all students and employees across the DCCCD have access to current and like technology. Recommendations with local implications are handed-off to the colleges for implementation; recommendations with district-wide implications are implemented centrally. This committee reports to the Chancellors Cabinet.

At the college-level, the Technology and Equipment Committee is charged with soliciting and considering proposals for new and replacement technology and equipment. This committee makes recommendations on how the "technology allocation" portion of the college budget allocation is allocated. During the budget development process, these technology funds are earmarked for committee deliberations. The committee considers requests for the use of these funds in the fall semester. Acquisitions usually occur late in the fall semester or in the spring semester.

Another major source of funding for technology and equipment is derived through Carl Perkins funding. The Executive Director of resource Development works with instructional deans to determine equipment and technology needs for the college technical/occupational programs.

H. Curriculum Development Planning

The college curriculum process is closely tied to a DCCCD timeline that in turn is developed based on the necessity of responding to the Texas Higher Education Coordinating Board's (THECB) timelines and due dates.

Generally curriculum revisions, both academic and technical, are reviewed once pe3r year, in the Fall semester in order to process all approvals and paper to be submitted to the THECB by March 1 of the following Spring.

Curriculum committees are given charges from the District Office of Educational Affairs (DOEA) at the beginning of the Fall term, and they usually meet in September and October to discuss and develop any changes. Their changes are due to their campus Vice President for Instruction (VPI) who in turn routes them to the various College Curriculum Committees on the seven campuses who might be impacted by these changes. The College Curriculum Committee meets the 2nd and/or 3rd week of November to review changes and forwards their minutes to the VPI and curriculum chairs submitting revisions.

All curriculum revision paperwork is due to DOEA the first week in December. Often their review brings up issues, questions and corrections that must be dealt with in January and February. All revisions are submitted to the THECB by March 1.

New program curriculum development usually spans a six to twelve month period of development and involves a Need Survey of local industry employers in the career area. Also, a DACUM or Skills Standards Study followed by a task and competency analysis complete the process. The THECB accepts new program proposals on or before May 1, September 1 or March 1. We must allow about 90 days after that date before all approvals are received and the program can be implemented.

All new programs must be reviewed by the Tech. Ed. Council, and approved by the VPI Council, the Chancellor's Cabinet and the DCCCD Board of Trustees. Since each of these bodies meets monthly, the process becomes lengthy and can be cumbersome.

There are other situations needed sporadically that may require more or less time than the above descriptions. For instance, the approval of an academic unique needs course is lengthy and can take up to a year. Other changes, such as changing credit hour ranges of courses or course description can usually be done in-district and can be accomplished quickly.

I. Budget Development

The budget development process for the next fiscal year (9/1/XA – 8/31/XB) begins in October with a review of the past years and current fall enrollment data. Based on the most recent enrollment and revenue generation experience, projections for the next fiscal year are submitted to the Vice Chancellor of Business Affairs (VCBA). By December, the VCBA publishes the preliminary budget allocation for the next fiscal year. This allocation provides the college with the "bottom line" budget target for general fund operations. In January, cost center managers begin line-item budget projections for each instructional discipline and service area. In March, enrollment and revenue projections are refined based upon the

spring semester experience and in April, the VCBA publishes the original budget allocation for the fiscal year to begin September 1. It is to this allocation that the college must balance its budget. The budget development process closes in May. In July, College Presidents present and discuss their respective budgets and anticipated operations with the Board of Trustees. In August, the Board formally approves the budget that is to be effective September 1.

The approved budget is revised in October and March. Each revision is submitted to the Board for approval.

J. Individual Performance Reviews

Faculty

Performance review of faculty is carried out according to the District's Faculty Personnel Evaluation System. Faculty develop Individual Action Plan (IAP) Profiles on a two year basis. The action plans are derived from the division goals and objectives. IAP profiles should be approved and on file in the division office by October 1 of each year. Midterm evaluations and class visits are scheduled from November through January, with the final year end review by April 1. Faculty on three year contracts undergo formal evaluation every two years and faculty on one year contracts yearly. Outcomes from IAP's are recorded in the end of year goal report for each division.

Administrators

Performance review of administrators is carried out each May. A performance appraisal is completed per person supervised by the administrator and then sent to that individual's supervisor. The performance review relates to goals accomplished and new goals identified.

Professional Support Staff

Professional support staff has traditionally been evaluated annually on their hire date. The supervisor and the staff member looked at goals achieved and new areas of emphasis for the next year. It was difficult to include these assessments in the operational plans, however, since they fell on arbitrary dates that were not connected to the planning process. The District has recently changed the procedure, so that all PSS employees will be evaluated between May and July of each year. This should make it easier to incorporate these evaluations in the planning process.

K. Performance Reporting

As a public institution of higher education, El Centro College is required to submit both State and National reports on a regular basis. We are funded based upon a formula related to the contact hours we report to the State through the THECB. Credit contact hours are reported on a semester basis, while reimbursable non-credit contact hours are reported on a quarterly basis. Student and faculty information is also reported to the THECB, including course completion data and even graduate follow-up information. This follow-up information, which is collected via a survey, called CB116, is used to supplement an automated system of tracking called the Automated Student and Adult Learner Follow-up System (ASALFS). Students are tracked one year after leaving an institution, to determine whether they are continuing their

education, employed, or both.

At the Federal level, we are required to report information to the U.S. Department of Education National Center for Education Statistics (NCES), via a series of surveys that make up the Integrated Postsecondary Education Data System (IPEDS). The District Office of Research completes these surveys, even though they are reported individually by college.

Each spring, El Centro College completes a Self-Evaluation of all of the technical programs that we offer. The self-evaluation, along with other CB Reports and the ASALFS data, go into a report the THECB pulls together, called the Annual Data Profile. This document is published on the Internet for all interested people to view, download, or print.

El Centro participates in the Workforce Investment Act program. Each year we report enrollment, completion, and placement rates for approved programs and wages for employed graduates to the Texas Workforce Commission.

Community Colleges have two other sets of performance indicators that we must provide to external agencies each year: The Legislative Budget Board (LBB) indicators, and the Perkins performance indicators. Between all of these required reports, the public is kept well informed about the institutional effectiveness of our college. These reports serve to keep us accountable to the taxpayers and to our current and potential students. The LBB is interested in performance indicators, to be sure that the State's money is being well spent. Periodically, there is discussion in the legislature about moving toward performance-based funding; but so far, this has not come about in Texas. Other States that are funded based upon performance are having a hard time determining the indicators to use. Differences in missions between community colleges and public institutions that offer four year degrees and graduate studies makes these decisions even more difficult, and the data even harder to track and interpret. Statewide groups, like the Texas Association for Community Colleges (TACC) are working with the THECB to help determine indicators that take into account the special missions of community colleges. Performance based budgeting may still be some way down the line. Hopefully, if it ever does come about, it will be in terms of special incentive funds, rather than as a replacement for the current formula funding based upon contact hours delivered.

Annual Planning Calendar

August (1st Month)

Board adopts budget for fiscal year effective 9/1.

Operational Plan Outcomes reports due (include updates to 2000 – 2002 plans as necessary)

Fall semester begins for credit courses

September

State Fiscal Year begins Sept 1 – Aug. 31

First quarter of the Academic year begins for Continuing Education

Division/Department/Program 2000-2002 Operational Plan due

Implementations of year 2 of 2000 – 2002 Operational Plan begins

Notification to faculty of formal evaluations - September 15

Spring class schedule input.

Revise out-of-District offerings.

Technology and Equipment Committee begins review of requests.

October

Federal Fiscal Year begins October 1

October 1 – All faculty IAP Profiles complete and on file.

October 15 – Spring semester book orders due.

Spring class schedule final draft to printer

Send list of full time faculty to be evaluated to CVP office.

End-of- year final allocation final expenditures report and schedule of fund balance for prior year ended 8/31 published.

Current year income projections; current year budget allocation updated and published.

Current year budget revised.

Instructional Visitation begins in October for formal evaluation only.

November

Printer delivers Spring class schedule to campus and early registration begins.

Sabbatical proposals due.

Student evaluation of instruction for full time faculty on one-year done – November 15 – December 7. Optional for faculty not being formally evaluated.

Preliminary revenue projections for next fiscal year submitted

Mid-year review/Visitation conference: November – January. These may be combined if mutually agreeable. Formal evaluation only.

December

Second quarter in the Academic Year for Continuing Education

Preliminary budget allocation for next fiscal year published

Technology and Equipment Committee finalizes budget awards for approved requests. Acquisitions of approved equipment commences.

Beginning of Winter Term.

January

Spring semester begins for credit courses.

Once every five to seven years we do long-range master planning for capital improvements projects (new buildings, major remodeling)

Build May, Summer, and Fall term classes.

Faculty mid-year evaluations done.

College and District representatives begin annual facilities audit process to update five-year planned maintenance schedule.

Budget development cycle for next fiscal year begins.

Review Process for programs discipline and services begins.

February

Summer class schedule input.

Revise current year income projections.

Revise next fiscal year income projections.

College and District representatives finalize five-year planned maintenance schedule based on facilities audit.

Complete first page of IAP/Profile to summarize current semester duties: February 1 – complete only if different from fall semester.

March

Summer class schedule to the printer.

Third quarter in the Academic Year.

IAP end of year evaluations begin.

Current year budget allocations updated.

Current year budget revised.

April

Fall class schedule input.

Summer class schedules delivered to campus and early registration begins.

Faculty end-of-year review for contracts begins first week in April.

Original budget allocation for next fiscal year published.

Administrative evaluations sent out.

Advisory meetings scheduled for next year.

Adjunct faculty list for next academic year to College Vice President's office.

Develop summer operating hours

2000 – 2001 Fact Book published

Annual Self Report/Perkins Plans to THECB

Spring Student Evaluation of Instruction

Development of the IAP Profile is to be completed by all faculty between April 15 of the 2nd year of a two-year planning cycle and the following October 1. Include Final Year information from the previous year and divisional activities from the planning process.

May

Fall class schedule to printer.

End of budget development cycle for next fiscal year.

Review Division Plan, begin report and develop new plan

2000 – 2001 ECC Annual Indicator Report published

Administrator evaluation completed.

May semester begins.

June

Printer delivers class schedule to college and early fall registration begins.

4th Quarter of the academic year for Continuing Education.

Budget presentation to Board (Planning & Evaluation Calendar)

Annual Data Profile Data Returned to ECC from THECB (Results are available on the WEB (http://www.thecb.state.tx.us/divisions/ctc/ie/ctcadp/ctcadp.dfm>

July

Federal Program Year begins July 1.

Board budget workshop for next fiscal year; operational plans discussed with Board.

PSS evaluations completed.

August (13th month)

Board adopts budget for fiscal year effective 9/1.

Operational Plan Outcomes reports due (include updates to 2000 – 2002 plans as necessary

All scheduled PSS evaluations completed on the anniversary of hire date.

Enrollment Management plan completed.

Need: Planning Subcommittee to Draft a Companion Statement (Vision/Purpose/Values/or Philosophy) to Accompany the New Draft Mission Statement

Proposed process:

1. Form a committee of 3-4 faculty members, 2-3 administrators, and 2-3 Professional Support Staff who will meet regularly from now until early- to mid-Fall, 1999 to devise a draft statement to accompany the draft Mission statement.
2. Offer open sessions for college-wide feedback and input where the draft statements will be distributed and discussed. Open sessions should also be used to obtain input from the college community on Strategic Goals and Objectives. (Mid-Fall)
3. Committee continues to meet, to incorporate input into a second draft of all documents. By early December, this committee will distribute the new drafts to all college constituents (employee groups, students, and advisory committees) for final input. Constituents will be given one to two weeks to provide the committee with input.
4. Committee writes the final draft of the documents. Documents are then brought back to the CPC for approval by the end of Fall, 1999. Following CPC approval, documents will be forwarded to the District, and other interested parties.
5. After receiving all levels of approval, documents will be printed in all appropriate publications, and Mission statements will be widely distributed and promoted.

Developed by the Office of Institutional Effectiveness and Research for consideration by the College Planning Council.

The College Planning Council (CPC), which is made up of approximately 20 El Centro College administrators, faculty, and professional support staff, began discussions to revise the Mission statement in April of 1998. The process began with the evaluation of the then current college Mission Statement. While the statement remained descriptive of El Centro College, the committee unanimously agreed that it was time to shorten the Mission Statement. All members of the college community could memorize a shorter statement, enabling the Mission to take a more central place in the hearts and minds of the El Centro community.

Barbara Corvey, from the District Planning Office, was invited to facilitate Mission brainstorming sessions for the CPC. Discussions centered on the point of view that the College Mission should consist of those aspects of experience that make El Centro College unique among Community Colleges. An initial subcommittee, made up entirely of CPC members, met to write up multiple draft versions of the new Mission, which they brought back to the full CPC. Eventually, in spring of 1999, the CPC agreed upon a draft statement: "El Centro College will be at the forefront of higher education, serving the community in an urban, multicultural setting." At that point, the CPC decided that a subcommittee should be formed to write accompanying Vision and Values statements, and to assure that the new Mission statement was in compliance with Texas laws and the requirements of the Southern Association for Colleges and Schools Commission on Colleges.

The "Mission Committee" included members of the CPC, as well as faculty, administrators and professional support staff chosen to bring a diverse and broad-based perspective to the process. This committee met regularly through the summer of 1999, and presented the Draft Mission and Core Values statements to the College community as part of the return day convocation program in Fall 1999. The community was invited to share feedback via the Internet. An email list was set up, and a valuable discussion ensued, which led to improvements in the statements.

The Mission Committee continued to meet throughout the Fall of 1999, and then presented the updated statements, along with the new Purpose and Vision statements, to the college community at the Spring 2000 convocation. College-wide open forums were held in the Spring of 2000, where everyone was invited to share their ideas on the Mission, Purpose, Values, Vision, and also the Goals for the 2000-2005 Strategic Plan. Email discussions continued during this time. Revisions were made based upon all of the feedback. These statements were all finalized and approved by the College Planning Council on April 5, 2000.

Appendix 3: Revised Planning and Assessment Worksheet

College Planning Council

Wright Lassiter, College President, Chair
Ida Keller, Recorder
Fela Alfaro, Dean of Students
Benja Allen, Faculty Council President
Peter Battaglia, College Vice President
Terry Braziel, PSSA President
Harriet Crews, Title III Director
Ed DesPlas, Vice President for Administrative Services
Allen Espree, Dean of Business & Public Services
Sondra Flemming, Executive Dean of Health, Legal Services, and Continuing/Workforce Ed.
Robert Garcia, Director of Human Resources
Charles Hedrick, Director of Communications and Marketing
Toni Hopper, Administrative Intern
Micheal Jackson, Executive Dean of Communications, Math, and Counseling
Karen Laljiani, Assistant Dean for Institutional Effectiveness & Research
Betty Moran, Dean of Arts and Sciences
Gary Peschka, Faculty Council Past-President
Dana Stahl, SACS Self Study Chair
Lisa Theriot, Associate Dean for Resource Development
Bettie Tully, College Ombudsperson
Susan Turner, Dean of College Computing
Janet Ward, PSSA Representative

Mission Committee

Paul McCarthy, Previous College Vice President, Co-Chair
Karen Laljiani, Assistant Dean for Institutional Effectiveness & Research, Co-Chair
Fela Alfaro, Dean of Students
Benja Allen, Faculty Council President
Maria Carter, Division Secretary, Communications and Math
Mary Cooper-Wallace, Assistant to the College Vice President
Sondra Flemming, Executive Dean of Health, Legal Services, and Continuing/Workforce Ed.
Fidel Guevara, Coordinator of the Evening Office
Jim Handy, Associate Dean, Counseling and Special Services
Fran Warrick, Vocational Nursing Faculty

Environmental Scanning Committee

Karen Laljiani, Assistant Dean for Institutional Effectiveness & Research, Chair
Benja Allen, Faculty Council President
Mary Cooper-Wallace, Assistant to the College Vice President
Harriet Crews, Title III Director
Ed DesPlas, Vice President for Administrative Services

Sondra Flemming, Executive Dean of Health, Legal Services, and Continuing/Workforce Ed.
Jim Handy, Associate Dean, Counseling and Special Services
Charles Hedrick, Director of Communications and Marketing
Dana Stahl, Nursing Faculty, SACS Self Study Chair

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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